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ABSTRACT

The Phoenix Union High School District Homebound Program enrolls students who are unable to attend school for at least 3 months due to illness, disease, accident, pregnancy, or emotional or physical handicapping conditions. Homebound classes are carried out through special telephone consoles and home visits. This report describes the Homebound Program operations (including instructional requirements, scheduling, equipment, referral, registration, grading, enrollment statistics, and terminations) and presents the results of a survey conducted to measure the opinions of students, parents, staff, classroom teachers, community agencies, and health services providers regarding the program's effectiveness. The results of the survey are uniformly positive, with a majority of all respondents rating the program as "excellent" over all. The report concludes with a number of recommendations for program improvement. (WAM)

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PHOENIX UNION HIGH SCHOOL DISTRICT # 210

HOMEBOUND PROGRAM

1980-81

REPORT NO. 33:08:80/81:007

UD 022 655

RESEARCH SERVICES

Carol A. Norris, Ph.D.
Director

R. Linda Wheeler, M.A.
Program Evaluation Specialist

ABSTRACT

The Phoenix Union High School District Homebound Program enrolls students who are unable to attend school due to illness, disease, accident, pregnancy, or handicapping condition. During 1980-81, the six part-time and five full-time Homebound teachers served a total of 112 students. The largest number (38) had emotional or psychological handicaps. The next two most common conditions were complications of pregnancy (17 students) and broken bones resulting from accidents (15). The remaining students suffered from illness or disease.

Homebound classes are carried out through special telephone consoles and home visits. Student courseload depends on health condition, ability, graduation requirements, and progress in basic skills. Grades are reported to the home school, and students officially graduate from that school rather than Homebound. Students sometimes perform better academically in Homebound than their regular schools, because there are fewer distractions. The Homebound dropout rate is much lower than that of the District as a whole.

Groups surveyed for opinions about the Homebound Program included students, parents, former students and their parents, the Homebound staff, regular classroom teachers, ESP chairs, community agencies, and staff members at local health services providers. The results of these surveys were uniformly positive. A majority of all respondents rated the program as "excellent" overall.

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PHOENIX UNION HIGH SCHOOL DISTRICT

HOMEBOUND PROGRAM
1980-81

INTRODUCTION

The Phoenix Union High School District Homebound Program is designed to provide instruction to students who are unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions. In order to be eligible for Homebound, students must have signed statements from their doctors certifying that they will be unable to attend school for a minimum of three months. (Students who will be out of school for less than three months can enroll in another program, Temporary Telephone Tutoring, or TTT).

Reasons for enrolling in Homebound range from accidents involving simple fractures to terminal illness, and vary somewhat from year to year (See Table I). Major categories include accidental injury, pregnancy, emotional illness, and serious physical illness. For the last three years, the largest percentage of students enrolled have either had complications of pregnancy or birth or psychological/emotional problems. The number of pregnant Homebound students has declined greatly since 1978-79, because of the opening of a second Cyesis Center on the west side of Phoenix and because of the initial referral process. Parenting teenagers who wish to continue their educations are now informed about the Cyesis Centers and encouraged to enroll there, and most do. However, those with complications in addition to pregnancy may enroll in Homebound. The number of Homebound students enrolled for psychological/emotional reasons has risen. Thus, Homebound teaching staff must cope with a basic population of ill and injured students, plus an increasing number of emotionally handicapped individuals.

PROGRAM OPERATIONS

Staff

During 1980-81, the Homebound staff consisted of thirteen individuals. These included a director, a secretary, six part-time teachers and five full-time teachers. All Homebound teachers had obtained their M.A. degrees, were certified in more than one subject, and possessed regular campus teaching experience. Every Homebound teacher taught more than one subject area during 1980-81. Within each subject area a wide variety of classes was offered, due to the different grade and ability levels of the students enrolled. Quite often a Homebound teacher can be instructing ten or more courses at one time, with a small number of students enrolled in each.

Homebound staff members, in order to be successful, must possess certain characteristics. They need the ability to tolerate physical and mental disabilities and to work with terminally ill individuals. Since some of their work is in student homes, they need to be able to cope with different levels of cleanliness as well as family problems and interruptions in their work. They may become involved in long personal conversations with students and parents and must be able to care about their students without becoming overly involved in their lives. Homebound teachers often have to work around the requirements of other professionals (doctors, nurses, social workers) as well as the physical limitations of their students. In short, two major characteristics of a Homebound teacher are adaptability and flexibility.

PHOENIX UNION HIGH SCHOOL DISTRICT

HOMEBOUND PROGRAM

TABLE 1

REASONS FOR ENROLLING IN HOMEBOUND

Reason	Number of Students			
	1978-79	1979-80	1980-81	Total
Pregnancy or birth complications	51	23	17	91
Emotional or psychological	25	27	38	90
Fracture	15	12	15	42
Knee injury, surgery, or dislocation	5	3	4	12
Mononucleosis	5	4	1	10
Para-, tri-, or quadriplegia	4	3	2	9
Asthma, allergic bronchitis	3	6	-	9
Back disorder, back injury	3	2	4	9
Ovarian abscess, endometriosis, pelvic inflammatory disease	3	3	-	6
Seizure disorder	1	2	2	5
Duodenal ulcer	1	-	3	4
Burns	2	-	1	3
Valley Fever (coccidioidomycosis)	2	-	-	2
Hepatitis	2	-	-	2
Inguinal hernia	-	2	-	2
Pericarditis	-	2	-	2
Lupus erythematosus	-	-	2	2
Other (less than 2 each per year)*	15	14	23	52
TOTAL	137	103	112	352

*Includes: Rheumatoid arthritis, meningitis, collagen disease, hypoglycemia, migraine, whiplash, craniotomy, postsurgical infection, sickle cell anemia, tonsilitis, muscular dystrophy, embolism, cyst, renal failure, Kawasaki's disease, brain damage, Hodgkin's disease, Crohn's disease, autoerythrocyte sensitization, cerebral palsy, enteritis, multiple sclerosis, spina bifida, hemophilia, neurologic disorders, kidney infection, bone tumor, esophageal stenosis, chronic jaw dislocation, vertigo, severe dermatitis, complete tooth extraction, blindness, kidney transplant, heart disorders, anorexia nervosa, amputation.

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Instruction

Two means of instruction are available to Homebound students. Those students who have access to a telephone and are physically and mentally able, can participate in one or more "Tele-classes". These classes are run by the Homebound teachers from the Homebound office. Special telephone consoles enable a teacher to dial up to 14 students at one time. The teacher can then speak to the students as a group or individually, and can also permit students to talk to each other in class discussion. A Tele-class is similar to a regular classroom except that students and teacher cannot see each other. Students in Tele-class are obligated to be at home with an open phone line by 10 minutes prior to class time. (Students in a hospital or nursing home may also participate in Tele-class if they have regular access to a phone.)

As a supplement to Tele-class, Homebound teachers make regular visits to students' homes or hospital rooms. Each teacher spends at least one full day on home visits a week. The home visit includes delivery of class materials for the next week, discussion of any problems the student has with classwork, and review of homework. For some classes (such as Science, Home Economics and Art), the home visit involves a laboratory or studio project.

For those students unable to participate in Tele-class, the home or hospital visit is the major means of instruction. The teacher delivers and picks up materials as he/she does for Tele-class students, but spends more time with the student, introducing and explaining new materials.

In addition to Tele-class and home visits, Homebound teachers contact their students individually by telephone whenever necessary. Students may also call their teachers. Teachers attempt to set up the optimum combination of Tele-class, home visits, and phone calls for each student's needs. Television and/or radio shows are used as adjuncts to class materials. Some of these shows (such as PBS' NOVA) provide teacher's guides.

Scheduling

a. Staff

Homebound teachers spend an average of six hours per day in student contact, and one hour per day in travel. Normally, a large part of the student contact time occurs in Tele-class. Each teacher instructs three Tele-classes, each of which meets four times a week. (Those teachers with lab classes have fewer Tele-classes and more in-home labs.)

b. Students

If possible, students are enrolled in the same classes they were enrolled in on campus. If the student is severely injured or ill or is on medication, the class may be replaced with one at a lower level. Other courses may be offered as needed. In cases where a student has been out of school for several months and is then well enough to enroll in Homebound, a full

schedule is not attempted. The student is "doubled up" in the same subject twice a day for fewer subjects so that he/she can complete at least a few of the scheduled courses. The main placement guidelines used by Homebound staff are, in order:

1. fulfillment of graduation requirements (particularly for seniors)
2. sequencing of required courses
3. progress in basic skills and remediation of deficiencies
4. electives, as dictated by the choice and ability of students, student needs, and health conditions.

The normal student course load is five courses. Students can, however, enroll in from one to five courses plus adaptive physical education, depending on health condition. The minimum amount of instruction permitted is four hours per week, by teleclass or teacher visit. A schedule sheet in each student's folder indicates the current course load. In addition, a master schedule in the Homebound office shows the home visits planned for each student each week. One purpose of this schedule board is to assure that seriously ill students are not overtaxed with visits. Should a problem arise in a student's home during the week (relapse, doctor visit, family problem), the Homebound staff member who discovers the problem makes a note of it by the schedule board, so that all other staff members are aware of it.

Equipment

As previously mentioned, Homebound has several special telephone consoles which permit a teacher to speak with a group of students. The program also has a small number of calculators, slide projectors, 8 mm filmstrips and projectors, microscopes, and tape recorders to loan students with special needs. Several speaker-phones are available to assist those students who are unable to hold a telephone for the long periods of time required for classes. (In cases of long-term disability, some parents buy speaker-phones from a local electronics outlet). Limited teaching supply funds are used to buy materials for art, science, and home economics, as well as supplementary magazines.

If a student will be going back to campus, Homebound teachers try to utilize the same books and materials as are used in that student's regular classes. If the student will be remaining on Homebound or if the level of functioning has changed, the program may provide the student with alternate textbooks, or parents may buy books at a campus bookstore.

Homebound teachers must provide their own transportation for home visits, but are paid standard district mileage reimbursement rates.

Referral and Registration

Students are informed of the Homebound Program by their counselors, registration staff, teachers, doctors or staff of other programs such as Temporary Telephone Tutoring or Cyesis Center. The student or parent then calls Homebound and application information is taken over the phone. Parents receive a medical form which must be signed by a doctor, certifying that the student will be unable to attend school for at least three months. Unless this form is completed, Homebound cannot enroll the student.

While waiting for the medical form the Homebound staff obtains a transcript from the student's home school, notes courses taken, credits earned and current course enrollment, and checks the student's basic skills schedule to see which skills have been passed. An Individualized Educational Program (IEP) and a class schedule are then made up. A permanent record folder and an attendance card are started. Finally, one or more staff members meet with the student and parents, obtain their approval in writing of the class schedule and IEP, and receive the completed medical form. The date of parental approval of schedule and program is the student's official enrollment date. Both student and parents are warned that the student's schedule may have to be adjusted to allow for health conditions and physical stamina. This is especially true if some time has elapsed since the student left school.

Grading

Students receive grades from Homebound just as from their regular courses. If they return to school in mid-semester, their grades to date are reported to the home school and the home school determines final grades. If they finish the semester in Homebound, their Homebound grades are recorded on the official home school transcript.

Homebound teachers feel strongly that Homebound is not a "free ride". Students who work slowly or who are unable to attend even tele-classes due to illness may receive an "Incomplete" at the end of a semester. They are then required to finish the course during the summer or take it again the next semester. Homebound teachers will assist their students in finishing work for Incompletes received from campus teachers, but students are essentially responsible to the teachers who gave the Incompletes.

The grades students receive in Homebound are sometimes higher than their average previous grades. Homebound teachers report that many Homebound students work harder than they did in the regular classroom, for three reasons:

1. They spend a lot of time alone, get bored, and complete school work instead of socializing with other students.

2. Their parents check to see that work is done.

3. The extra individual attention from Homebound teachers makes school work more interesting and motivation levels higher.

Table 2 shows the distribution of Homebound grades during the past three years. While F's and Incompletes(I's) are not common, the grade scale is fairly standard. The majority of grades in all three years were 2's and 3's, which indicate average and slightly above average performance.

PHOENIX UNION HIGH SCHOOL DISTRICT

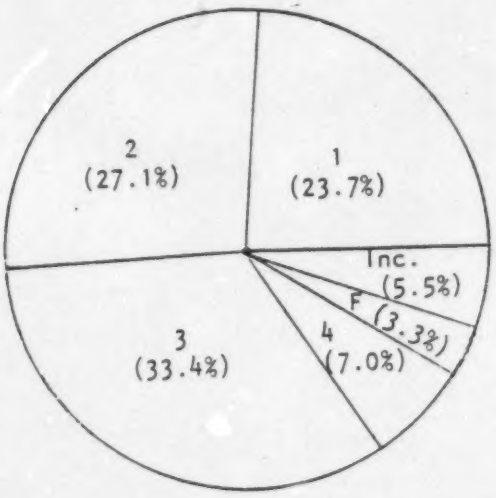
TABLE 2

HOMEBOUND PROGRAM

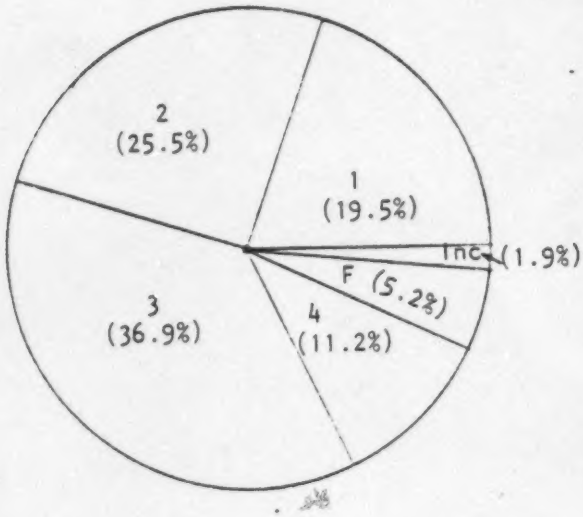
GRADE DISTRIBUTION

KEY:
1 = Superior
2 = Above Average
3 = Average
4 = Below Average
F = Failure
Inc.= Incomplete

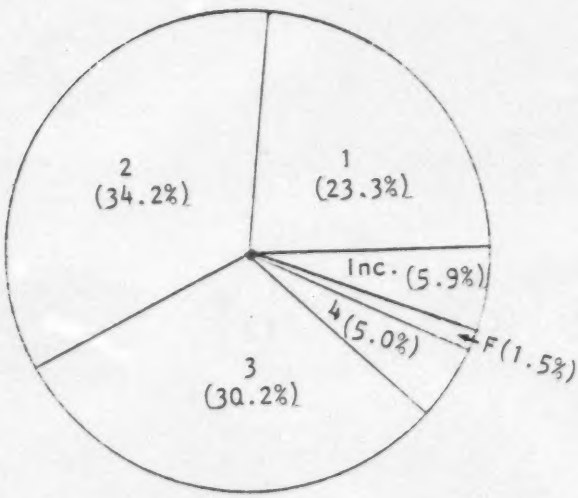
1978-79



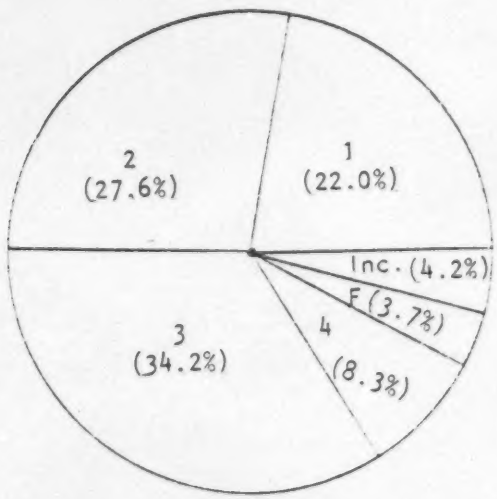
1979-80



1980-81*



*Total



*First semester only

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Enrollment

During 1980-81, 112 students enrolled in Homebound. This compares to 103 in 1979-80 and 137 in 1978-79. The decrease can be attributed to several factors, such as: 1) the opening of the West-side Cyesis center for parenting teen-agers, 2) the development of programs specifically designed for physically and multiply-handicapped students, 3) placement of several long-term disabled students in private programs at outside agencies.

Students came from all regular District high schools plus two of the alternative schools (BACE and Desiderata), as can be seen in Table 3. The percentages of students from each school have remained approximately the same over the last three years, except that there has been an increase in the percent from Browne and a decrease in those from East and Maryvale.

For each of the past three years, twice as many females as males have enrolled in Homebound (Table 4). In 1978-79, a higher proportion of students were in the 11th and 12th grade than in 9th and 10th grades. During 1979-80, enrollment in 9th through 12th grades was approximately equal, and in 1980-81 there were fewer seniors than any other class.

Students may enroll in Homebound at any time of the school year, as the necessity arises. They return to regular classes when they are able. (Some students "ease back into" regular classes by taking one or two courses on campus and continuing in Homebound part-time.) In 1980-81, the largest single percentage of Homebound students were enrolled for 31 to 60 school days (1½ to 3 months). The next largest group (27.7%) remained enrolled for 11 to 30 school days (2 weeks to 1½ months). The enrollment pattern in previous years has been similar (Table 5), with less than five students per year completing an entire year in Homebound. These fairly short-term memberships apparently contradict the Homebound enrollment policy, but it should be remembered that many students enroll late in the school year. Thus, they are in Homebound for short periods of time not because they recover quickly and return to regular classes, but because the school year ends soon after they enroll and their recovery is completed over the summer. Many students are able to finish the school year successfully only because of Homebound.

Enrollment by Subject Area

Homebound students had the option of taking a wide variety of courses. Most classes taught in regular high schools can be taught in Homebound, with the exception of those requiring special facilities such as photography. The largest number of courses taught, though, was in required subjects. As Table 6 illustrates, the greatest percentage of enrollment was in English/writing, followed by social studies and then by math and science. Much of the social studies enrollment was accounted for by Arizona government, American history, and American government courses. Smaller numbers of students enroll in art, reading, home economics, business, and P.E. Nevertheless, courses in these areas are valuable aspects of the Homebound curriculum. Some students have major interests in these areas, and others find the tedium of being at home alone relieved by courses with labs such as art and home economics. Also, the needs of Homebound students vary from those of students in regular classrooms. Expectant mothers and handicapped students often find home economics classes to be particularly relevant to their needs.

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 3

HOMEBOUND PROGRAM
HOME SCHOOL

NUMBER AND PERCENT OF STUDENTS

SCHOOLS	1978-79		1979-80		1980-81	
Alhambra	19	(13.9%)	14	(13.6%)	15	(13.4%)
BACE	2	(1.5%)	0	—	1	(.9%)
Browne	13	(9.5%)	16	(15.5%)	18	(16.1%)
Camelback	15	(10.9%)	8	(7.8%)	15	(13.4%)
CEC	1	(.7%)	0	—	0	—
Central	9	(6.6%)	17	(16.5%)	12	(10.7%)
Desiderata	2	(1.5%)	2	(1.9%)	1	(.9%)
East	8	(5.8%)	6	(5.8%)	3	(2.7%)
Hayden	12	(8.8%)	8	(7.8%)	8	(7.1%)
Maryvale	18	(13.1%)	13	(12.6%)	10	(8.9%)
North	12	(8.8%)	3	(2.9%)	6	(5.4%)
South	8	(5.8%)	4	(3.9%)	8	(7.1%)
Union	7	(5.1%)	7	(6.8%)	6	(5.4%)
West	10	(7.3%)	5	(4.9%)	9	(8.0%)
Other (tuition)	1	(.7%)	0	—	0	—
Total	137	(100.0%)	103	(100.0%)	112	(100.0%)

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 4

HOMEBOUND PROGRAM
ENROLLMENT BY SEX AND GRADE

NUMBER AND PERCENT OF STUDENTS

SEX	1978-79	1979-80	1980-81
Male	41 (29.9%)	31 (30.1%)	39 (34.8%)
Female	96 (70.1%)	72 (69.9%)	73 (65.2%)

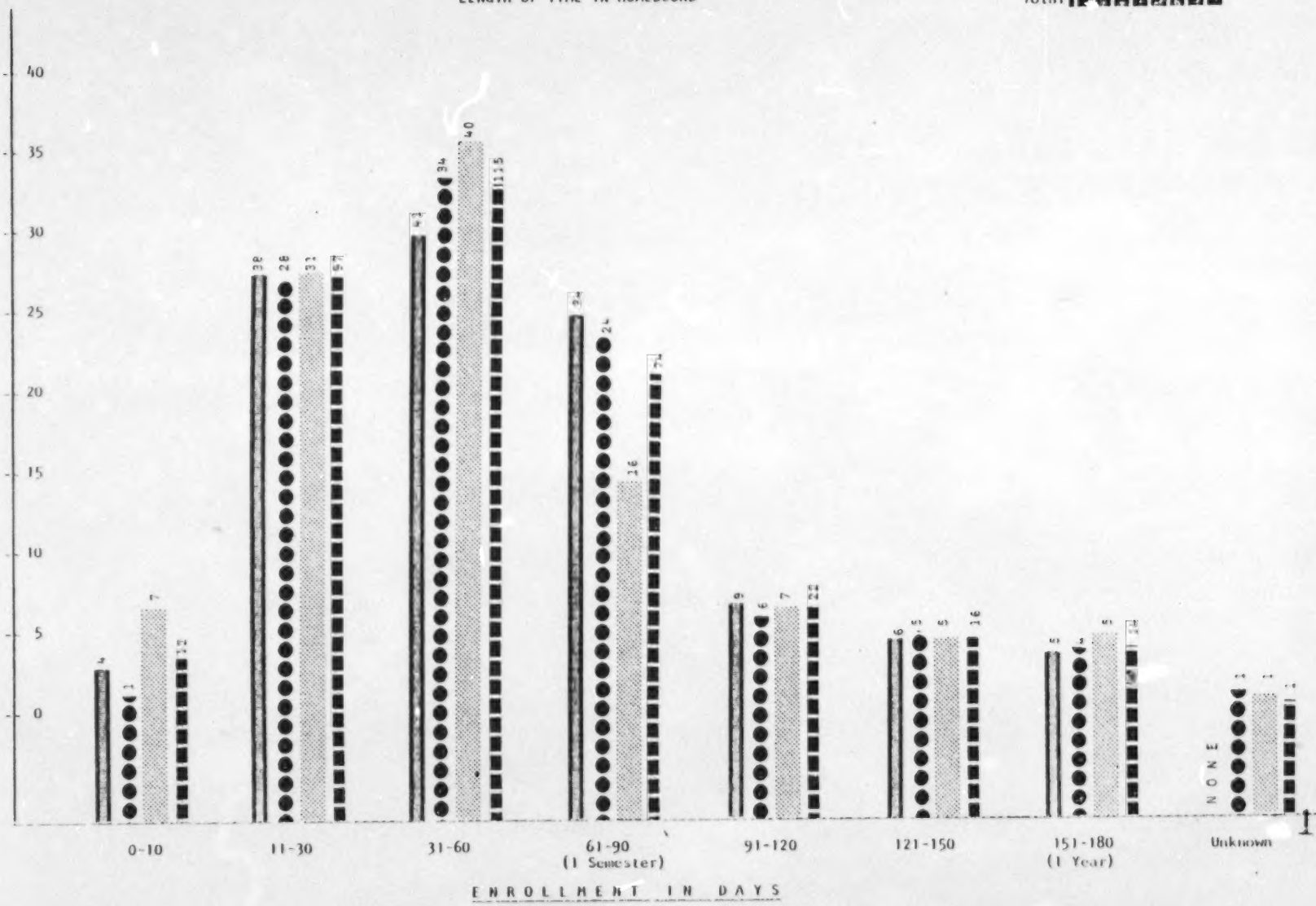
GRADE	1978-79	1979-80	1980-81
9th	24 (17.5%)	27 (26.2%)	31 (27.7%)
10th	31 (22.6%)	25 (24.3%)	32 (28.6%)
11th	40 (29.2%)	25 (24.3%)	34 (30.3%)
12th	42 (30.7%)	26 (25.2%)	15 (13.4%)

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 5

HOMEBOUND PROGRAM

LENGTH OF TIME IN HOMEBOUND



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PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 6
HOMEBOUND PROGRAM
ENROLLMENT BY SUBJECT AREA

Area	Number of Students Enrolled And Percent of Total Course Enrollment*			
	1978-79	1979-80	1980-81	TOTAL
Mathematics	61 10.6%	61 12.6%	81 14.0%	203 12.4%
Science/Health	58 10.1%	50 10.4%	75 12.9%	183 11.1%
English/Writing	138 24.0%	106 21.9%	128 22.1%	372 22.7%
Social Studies	135 23.5%	81 16.8%	84 14.5%	300 18.3%
Business	35 6.1%	21 4.3%	22 3.8%	78 4.8%
Art	45 7.8%	36 7.5%	44 7.6%	125 7.6%
Reading	29 5.0%	27 5.6%	34 5.9%	90 5.5%
Home Economics	42 7.3%	57 11.8%	38 6.6%	137 8.4%
P.E. for Exceptional Learners	18 3.1%	26 5.4%	48 8.3%	92 5.6%
Language	9 1.6%	4 .8%	11 1.9%	24 1.5%
Miscellaneous	5 .9%	14 2.9%	15 2.6%	34 2.1%
TOTAL	575 100.0%	483 100.0%	580 100.0%	1,638 100.0%

*The number of students enrolled by class is larger than the total number of students in Homebound because many students take two or more courses in one subject area during the school year.

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Terminations

At the end of the school year, those students remaining on Homebound are officially transferred back to their home campus (code W4). Many recover from their illness or accident over the summer months and are able to return to regular school. Those who are still unable to attend classes in the fall may transfer back into Homebound, providing a new medical form is obtained. Over the past three years, most Homebound students have returned to their home campus during or at the end of the year, or have graduated. (Students officially graduate from their home school, not Homebound.) A few students each year move out of the District and a few drop out. (The dropout rate in Homebound is much lower than that of the District as a whole.) A total of three students enrolled in Homebound have died since 1978. Table 7 illustrates numbers and types of terminations from Homebound during 1978/79, 1979/80, and 1980/81.

TABLE 7

HOMEBOUND TERMINATIONS

TERMINATIONS		1978-79 (N = 137)	1979-80 (N = 103)	1980-81 (N = 112)
Return to home school	(W4)	97 (70.8%)	80 (77.7%)	86 (76.8%)
Graduate from home school	(W4)	13 (9.5%)	11 (10.7%)	5 (4.5%)
Moved out-of-district	(W3)	7 (5.1%)	5 (4.8%)	11 (9.8%)
Dropout	(W1)	17 (12.4%)	5 (4.8%)	8 (7.1%)
Mid-term graduate	(W5)	0 —	0 —	1 (.9%)
Deceased W6 - 1978-1980; W3 - 1980-1981		1 (.7%)	1 (1.0%)	1 (.9%)
?		2 (1.5%)	1 (1.0%)	0 —

OPINION SURVEYS

To obtain opinions about the success of the Homebound program, several groups of individuals were surveyed by Research Services. Those directly concerned with the program included students, parents, former students and their parents, local hospital personnel, ESP chairs, and the Homebound staff. The purpose in questioning these groups was to determine whether they thought the program was effective. In order to assess District and community awareness of Homebound, one-fourth of the teachers in the District were randomly selected to participate in a survey by campus mail, and community health service agencies were mailed a short questionnaire regarding the program. The following sections detail the results of all surveys.

Students

All students enrolled in Homebound at the end of first semester were surveyed. Survey forms were delivered to students by Homebound teachers and were returned through the teachers or by mail, at the student's preference. Twenty-nine students, approximately one-third of those who had been enrolled during the first semester, returned surveys. Table 8 summarizes their responses. Student comments are reproduced in Appendix A.

Student opinions about the Homebound program were extremely positive. Almost two-thirds (65.5%) gave it an overall rating of "excellent." An additional 27.6% rated it "good." Respondents unanimously agreed that their Homebound teachers were interested in them and that Homebound classes were helping them to complete their educations. All but one student reported that they received enough individual attention, that their teachers visited them as scheduled, and that teachers brought materials for class to them ahead of time if necessary.

When questioned about tele-class, most respondents reported no difficulty in hearing their teachers over the phone. Most also enjoyed the opportunity to talk to other people during tele-class. (For some students, tele-class may have been the only real contact with people,other than their immediate families,while homebound.) The amount of time spent in tele-class plus teacher visits seemed about right to all but two respondents.

Students generally felt comfortable talking to their Homebound teachers about daily problems or needs, although five students stated they did not. More than three-quarters had received help from Homebound teachers in planning for the future.

Former Students

Students who had been enrolled in Homebound during 1979/80 were surveyed to determine how students felt about the program once they had returned to campus. Unfortunately, only 21 former students out of 103 (20.4%) returned their surveys, even though two mailings were sent out. Their responses do, however, corroborate those of the 1980/81 students. Only one student expressed a negative view of the program, and 76.2% gave it an overall rating of "excellent." Percentage responses to all other questions were similar to those of the later students. Additionally, 95.2% of these respondents felt that Homebound had provided them with a good basic education. Table 9 lists the responses of former students.

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 8
HOMEBOUND PROGRAM
STUDENT OPINION SURVEY
(N=29)

	Agree Strongly	Agree	Don't Know	Disagree	Disagree Strongly	NA
1. I receive enough individual attention in the Homebound Program.	19 65.5%	9 31.0%	- -	1 3.5%	- -	- -
2. My Homebound teachers visit me as scheduled.	14 48.3%	14 48.3%	1 3.5%	- -	- -	- -
3. Homebound classes are helping me to complete my education.	21 72.4%	8 27.6%	- -	- -	- -	- -
4. My Homebound teachers are interested in me and in my progress in school.	19 65.5%	10 34.5%	- -	- -	- -	- -
5. The amount of time spent in each of my classes (tele-class plus teacher visits) is about right.	14 48.3%	11 37.9%	2 6.9%	2 6.9%	- -	- -
6. My teachers bring materials for class to me ahead of time, if necessary.	13 44.8%	14 48.3%	1 3.5%	1 3.5%	- -	- -
7. It is often hard to hear my tele-class teacher because it is too noisy at home.	2 6.9%	2 6.9%	6 20.7%	8 27.6%	10 34.5%	1 3.5%
8. I am glad I have the opportunity to talk to other people (teacher, students) in tele-class.	8 27.6%	10 34.5%	8 27.6%	2 6.9%	- -	1 3.5%
9. When necessary, I get help from the Homebound teachers in planning for the future (school, job, etc.).	8 27.6%	16 55.2%	3 10.3%	2 6.9%	- -	- -
10. I feel comfortable talking to my Homebound teachers about daily problems or needs.	8 27.6%	10 34.5%	6 20.7%	5 17.2%	- -	- -

	Excellent	Good	Average	Poor	Very Poor
15. Overall, I think the Homebound Program is:	19 65.5%	8 27.6%	2 6.9%	- -	- -

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 9
HOMEBOUND PROGRAM
OPINION SURVEY, FORMER STUDENTS
(N=21)

	Agree Strongly	Agree	Don't Know	Disagree	Disagree Strongly	NA
1. I received enough individual attention in the Homebound Program.	12 57.1%	9 42.9%	- -	- -	- -	- -
2. My Homebound teachers visited me as scheduled.	13 61.9%	8 38.1%	- -	- -	- -	- -
3. Homebound provided me with a good basic education.	12 57.1%	8 38.1%	- -	1 4.8%	- -	- -
4. My Homebound teachers showed an interest in me and in my progress.	16 76.2%	5 23.8%	- -	- -	- -	- -
5. The amount of time spent in each of my classes (tele-class and teacher visits) was about right.	10 47.6%	8 38.1%	1 4.8%	2 9.5%	- -	- -
6. My teachers brought materials for class to me ahead of time, if necessary.	11 52.4%	9 42.9%	- -	1 4.8%	- -	- -
7. I was glad I had the opportunity to talk to other people (teachers, students) in tele-class.	9 42.9%	10 47.6%	1 4.8%	- -	1 4.8%	- -
8. The Homebound teachers gave me help in planning for the future (school, job, etc.) if I needed it.	9 42.9%	10 47.6%	1 4.8%	- -	1 4.8%	- -
9. I felt comfortable talking to my Homebound teachers about daily problems or needs.	9 42.9%	9 42.9%	2 9.5%	1 4.8%	- -	- -
10. (Answer only if you went back to a regular high school after Homebound.) My Homebound teachers helped me get ready to go back to my regular school.	9 42.9%	6 28.6%	- -	- -	1 4.8%	5 23.8%

	Excellent	Good	Average	Poor	Very Poor
15. Overall, I think the Homebound program is:	16 76.2%	4 19.0%	- -	1 4.8%	- -

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Verbatim comments of former students are reproduced in Appendix B.

Parents

Twenty-seven parents of first semester 1980/81 students and 22 parents of 1979/80 students responded to the survey. The two groups of parents had very similar opinions about the program (see Tables 10 and 11).

Parents, like students, had very favorable impressions of Homebound. Over two-thirds felt it was an excellent program, and only one parent gave it a rating below "good." A large majority were of the opinion that the Homebound program helped their children receive adequate educations. The staff was also seen in a positive light: all parents felt that Homebound teachers appeared interested in their students and their progress. Most also reported that their children received enough individual attention and that the staff had tried to make it as easy as possible for students to enroll. All but one felt free to visit the Homebound program if necessary. There were a small number of parents, however, who felt that they had not had adequate contact with Homebound staff. It is possible that these were working parents or parents whose children were hospitalized while in Homebound.

The responses of parents of former students were slightly more positive than those of 1980/81 students. This is probably not due to any difference in the program, but results from small sample size and the fact that people tend to remember things in a more positive light after some time has passed.

Parent comments and answers to open-ended questions appear in Appendix C.

Staff

All 12 members of the Homebound teaching staff completed and returned their survey questionnaires. Their responses are shown in Table 12. Like parents and students, staff expressed a very high opinion of the program: over half (58.3%) thought it was "excellent" and one-third saw it as "good" (one staff member did not answer). Staff members all agreed that:

a. there was sufficient time for adequate coverage of the intended subject material,

b. staff and student schedules were as well coordinated as possible,

c. the amount of paperwork was about right,

d. the student/teacher ratio was satisfactory, and

e. teachers delivered class materials to students ahead of time.

All but one or two staff members (who replied "Don't Know"/No Answer") stated that:

a. they had sufficient contact with parents of most of their students,

b. they helped students plan for the future,

c. general education teachers cooperated in easing Homebound students' transitions back into regular classes,

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 10
HOMEBOUND PROGRAM
PARENT OPINION SURVEY
(N=27)

	Agree Strongly	Agree	Don't Know	Disagree	Disagree Strongly	NA
1. The Homebound Program is helping my child to receive an adequate education.	18 66.7%	8 29.6%	1 3.7%	- -	- -	- -
2. The Homebound teachers appear interested in my child and his/her progress.	18 66.7%	9 33.3%	- -	- -	- -	- -
3. My child receives enough individual attention from the Homebound teachers.	12 44.4%	11 40.7%	3 11.1%	1 3.7%	- -	- -
4. The amount of contact I have with the Homebound Program staff is adequate.	6 22.2%	15 55.6%	4 14.8%	1 3.7%	1 3.7%	- -
5. My child talks about the Homebound Program with me.	10 37.0%	12 44.4%	1 3.7%	4 14.8%	- -	- -
6. I feel free to call or visit the Homebound Program if necessary.	13 48.1%	14 51.9%	- -	- -	- -	- -
7. The Homebound staff tried to make it as easy as possible for me to enroll my child.	18 66.7%	8 29.6%	1 3.7%	- -	- -	- -
8. I think it is important for my child to complete his/her homework every night.	16 59.3%	11 40.7%	- -	- -	- -	- -

	0-3 months	3-6 months	over 6 months	NA
9. How long has your child been in Homebound?	12 44.4%	7 25.9%	7 25.9%	1 3.7%

	Excellent	Good	Average	Poor	Very Poor
12. My overall impression of the Homebound Program is:	18 66.7%	9 33.3%	- -	- -	- -

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PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 11
HOMEBOUND PROGRAM
PARENT OPINION SURVEY, FORMER STUDENTS
(N=22)

	Agree Strongly	Agree	Don't Know	Disagree	Disagree Strongly	NA
1. The Homebound Program helped my child to receive an adequate education.	13 59.1%	8 36.4%	- -	1 4.5%	- -	- -
2. The Homebound teachers appeared interested in my child and his/her progress.	17 77.3%	5 22.7%	- -	-- --	- -	- -
3. My child received enough individual attention from the Homebound teachers.	16 72.7%	4 18.2%	2 9.1%	-- --	- -	- -
4. The amount of contact I had with the Homebound Program staff was adequate.	10 45.5%	10 45.5%	- -	2 9.1%	- -	- -
5. My child talked about the Homebound Program with me.	13 59.1%	7 31.8%	- -	1 4.5%	- -	- -
6. I felt free to call or visit the Homebound Program if necessary.	15 68.2%	6 27.3%	- -	1 4.5%	- -	- -
7. The Homebound staff tried to make it as easy as possible for me to enroll my child.	16 72.7%	4 18.2%	1 4.5%	1 4.5%	- -	- -

	Excellent	Good	Average	Poor	Very Poor
11. My overall impression of the Homebound Program is:	15 68.2%	6 27.3%	- -	1 4.5%	- -

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 12
HOMEBOUND PROGRAM
STAFF OPINION SURVEY
(N=12)

	Agree Strongly	Agree	Don't Know	Disagree	Disagree Strongly	NA
1. The present Homebound tele-class/home visit schedule allows time for adequate coverage of the intended subject material.	2 16.7%	10 83.3%	- -	- -	- -	- -
2. Homebound staff and student schedules are as well-coordinated as possible.	7 58.3%	5 41.7%	- -	- -	- -	- -
3. Homebound students generally receive as good an education in the classes they take as do regular high school students.	7 58.3%	3 25.0%	1 8.3%	1 8.3%	- -	- -
4. The amount of paperwork I have to do is about right.	3 25.0%	9 75.0%	- -	- -	- -	- -
5. I have sufficient contact with the parents of most of my students.	4 33.3%	7 58.3%	1 8.3%	- -	- -	- -
6. The Homebound Program's equipment and facilities are adequate. (If not, what is needed? _____)	1 8.3%	6 50.0%	- -	5 41.7%	- -	- -
7. The student/teacher ratio in the Homebound Program is usually satisfactory.	3 25.0%	9 75.0%	- -	- -	- -	- -
8. Community agencies are helpful in providing services or equipment to students when needed.	3 25.0%	6 50.0%	2 16.7%	1 8.3%	- -	- -
9. When appropriate, I help my students work out their plans for the future.	9 75.0%	2 16.7%	- -	- -	- -	1 8.3%
10. I try to deliver class materials to my students ahead of time so that they will be able to prepare for class.	8 66.7%	4 33.3%	- -	- -	- -	- -
11. General ed. teachers cooperate with me to ease Homebound students' transitions back into regular classes, if necessary.	2 16.7%	9 75.0%	1 8.3%	- -	- -	- -

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PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 12 - Continued

HOMEBOUND PROGRAM

STAFF OPINION SURVEY
(N=12)

		Agree Strongly	Agree	Don't Know	Disagree	Disagree Strongly	NA
12.	Staff members at District high schools are sufficiently aware of the Homebound Program.	-	2	4	5	1	-
		-	16.7%	33.3%	41.7%	8.3%	-
13.	I receive adequate communication/ cooperation from the local health agencies with whom I have frequent contact.	3	7	1	-	-	1
		25.0%	58.3%	8.3%	-	-	8.3%
14.	Many of my students need remedial work in basic skills.	3	8	-	-	-	1
		25.0%	66.7%	-	-	-	8.3%

15. I am assigned to Homebound on a 5 (41.7%) part-time 6 (50.0%) full-time basis. 1 (8.3%) NA

16. Staff meetings are held:

Too often	as often as necessary	Not often enough	NA
-	10	-	2
-	83.3%	-	16.7%

19.	My overall impression of the Homebound Program is:	Excellent	Good	Average	Poor	Very Poor	NA
		7	4	-	-	-	1
		58.3%	33.3%	-	-	-	8.3%

d. they received adequate cooperation from local health agencies, and

e. staff meetings were held as often as necessary.

A few program-related problems were noted by the staff. One staff member did not feel that Homebound students received as good an education as those in regular classes. Another reported that community agencies were not always helpful in providing services or equipment when necessary. Other program personnel did not share these views; however, almost half of the staff stated that program facilities were inadequate. The most frequently mentioned complaint was the outdated, inefficient telephone system used for tele-class. Another problem, as seen by half of the respondents, was that staff members of District high schools were insufficiently aware of the Homebound program. In addition, all but one of the Homebound staff members reported that many of their students needed remedial work in basic skills when they entered Homebound. This meant that lower level courses had to be substituted for those the students had been enrolled in, or the Homebound teacher had to spend less time on course content and more time on basic skills.

Further staff comments are shown in Appendix D.

Classroom Teachers

A random survey of 260 District teachers (roughly 25% of the total number of teachers) was made to determine the level of awareness of the Homebound program within the District. Surveys were returned by 225 individuals, or 86.5% of the sample. (See Table 13.)

Almost all respondents had heard of Homebound. Only 50.7%, however, had ever dealt with Homebound themselves. Less than half knew how Homebound differed from TTT. Only 38.7% knew which students were eligible for Homebound, and only 28.9% were acquainted with the referral procedure. Most had as yet formed no opinion of the Homebound program, although 29.8% had positive impressions and 6.7% felt negatively about it. Many teachers (36%) wanted further information. Their names were given to the Homebound secretary, who sent information fliers out to all those who had requested them.

ESP Chairs

Homebound is an Exceptional Student Program (ESP) and is under the direction of the ESP department. Therefore, all ESP chairs were asked to give their opinions about Homebound. Fifteen chairs returned their surveys, although two were blank. (One of those two individuals had only been ESP chair for a month, and felt unable to comment.)

The 13 respondents who actually completed the survey gave Homebound a good recommendation. None rated the program lower than "average" (one-third felt it was "excellent"), and there were a total of only three negative responses. One individual was not satisfied with the referral process, one did not feel regular teachers cooperated well with Homebound staff, and one felt strongly that he or she did not have adequate communication with program staff. Otherwise, ESP chairs seem very pleased with the program. (The responses to these and other questions are detailed in Table 14. Comments are listed in Appendix E).

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 13
HOMEBOUND PROGRAM
RANDOM TEACHER SURVEY
(N=225)

	Yes	No	Uncertain		NA
1. Have you heard of the Homebound Program?	218 96.9%	5 2.2%	1 .4%		1 .4%
2. Have you ever dealt directly with Homebound?	114 50.7%	102 45.3%	7 3.1%		2 .9%
	Yes	**No**	**Uncertain**	**Never Heard of Either**	**NA**
3. Do you know how Homebound differs from the TTT program?	108 48.0%	69 30.7%	46 20.4%	- -	2 .9%
4. Do you know which students are eligible for Homebound?	87 38.7%	72 32.0%	65 28.9%		1 .4%
5. If you wanted to refer a student to Homebound, would you know what procedure to follow?	65 28.9%	103 45.8%	55 24.4%		2 .9%
	Yes, and they are good	**Yes, and they are bad**	**No Opinion**		**NA**
6. Do you have any general impressions of the Homebound Program?	67 29.8%	15 6.7%	139 61.8%		4 1.8%
	Teacher	**Counselor**	**School Nurse**	**Other**	**NA**
7. Which of the following best describes your job?	214 95.1%	1 .4%	- -	4 1.8%	6 2.7%

8. At which school do you spend the majority of your time? *

Alhambra	30 13.3%	Browne	24 10.7%	Camelback	29 12.9%	Central	24 10.7%	East	14 6.2%	Hayden	21 9.3%	
Maryvale	27 12.0%	North	10 4.4%	South	20 8.9%	Union	12 5.3%	West	17 7.6%			

	Yes	No	NA
9. Would you like some information about Homebound?	81 36.0%	140 62.2%	4 1.7%

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 14
HOMEBOUND PROGRAM
SURVEY OF ESP CHAIRS
(N=15)

	Agree Strongly	Agree	No Opinion	Disagree	Disagree Strongly	NA*
1. I am satisfied with the referral process for the Homebound program.	4 26.7%	6 40.0%	2 13.3%	1 6.7%	- -	2 13.3%
2. Evaluation and placement of handicapped students after referral is satisfactory.	2 13.3%	8 53.3%	3 20.0%	- -	- -	2 13.3%
3. The differences between Homebound and TTT are clear to me.	8 53.3%	5 33.3%	- -	- -	- -	2 13.3%
4. When Homebound students return to school, regular classroom teachers cooperate with the Homebound staff to ease the transition period for each student, if necessary.	2 13.3%	6 40.0%	3 20.0	1 6.7%	- -	3 20.0%
5. Community agencies are helpful in providing services or equipment for students.	-	4 26.7%	8 53.3%	- -	- -	3 20.0%
6. The amount of communication I have with the Homebound staff is adequate.	4 26.7%	6 40.0%	1 6.7%	- -	1 6.7%	3 20.0%
7. The Homebound staff shows a strong interest in their students.	6 40.0%	2 13.3%	4 26.7%	- -	- -	3 20.0%
	Excellent	**Good**	**Average**	**Poor**	**Very Poor**	**NA**
8. My overall rating of the program for Homebound students is:	5 33.3%	4 26.7%	3 13.3%	- -	- -	4 26.7%

* One person had only been ESP Chair for one month and felt unable to comment. One person returned a blank survey.

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Community Agencies

Seventeen health-related agencies and foundations within the Phoenix metropolitan area were surveyed for the purpose of ascertaining community awareness of the Homebound program. The 15 agencies which responded were:

American Cancer Society
American Heart Association
Arizona Diabetes Association
Arizona Kidney Foundation
Arizona Lung Association
Arthritis Foundation
Cystic Fibrosis Foundation
Easter Seal Society of Arizona
Hemophilia Association
Leukemia Society of Arizona
Muscular Dystrophy Association
Myasthenia Gravis Foundation
National Multiple Sclerosis Society
Pilot Parents Program
United Cerebral Palsy Association

These agencies were ones which might reasonably be expected to refer young clients to Homebound. Surprisingly, only one reported ever having worked with Homebound. Most (86.7%) had formed no opinion about the program, and only two (13.3%) knew what types of clients Homebound serves. Three (20%) stated that they would know how to refer a client, but the others either did not know or were uncertain. Eleven agencies requested more information. (See Table 15.) In response, the program secretary mailed out fliers explaining Homebound and the necessary referral procedures.

Health Services Providers

Students who are hospitalized for physical or emotional problems may receive Homebound instruction at the hospital when they have recovered sufficiently enough to benefit. During 1980/81, a number of students received such services. Accordingly, staff at the institutions concerned were surveyed for their impressions of the program.

The survey was conducted by telephone, using structured multiple-choice questions. The eleven individuals interviewed (representing six hospitals) were those staff members most likely to have had contact with Homebound teachers.

Opinions about the Homebound program expressed by this group were extremely favorable (see Table 16). Nine of the eleven individuals contacted reported that the program was "much better" than other programs with which they had worked. One commented, "Light years above other programs" (see Appendix F). Eight respondents rated the program as "excellent" while two reported it was "good" (one did not answer).

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 15
HOMEBOUND PROGRAM
COMMUNITY AWARENESS SURVEY
(N=15)

3. Have you ever worked directly with Homebound?

Yes	No	Uncertain
1	14	-
6.7%	93.3%	-

4. Have you formed an opinion of the program?

Yes, and it's good	Yes, and it's bad	No Opinion
2	-	13
13.3%	-	86.7%

5. Do you know what types of clients are served by the Homebound Program?

Yes	No	Uncertain
2	8	5
13.3%	53.3%	33.3%

6. If you had an eligible applicant, would you know how to refer him/her to Homebound?

Yes	No	Uncertain	Other
3	5	6	1
20.0%	33.3%	40.0%	6.7%

7. Would you like to receive information about Homebound?

Yes	No	If Applicable
11	3	1
73.3%	20.0%	6.7%

When asked which aspects of the program were strong or weak, none of those surveyed rated any part of the program as "weak." One individual felt that student placement procedures were "average" and another thought staff capabilities were "average." Otherwise, all respondents who expressed opinions felt that the program components mentioned were all "strong." Nine could not think of any part of the program which needed modification. One reported some problems with phone usage, and another stated that teachers did not always leave them a lesson plan so they could help students in the teacher's absence. However, these two individuals saw their complaints as minor rather than major.

PHOENIX UNION HIGH SCHOOL DISTRICT

TABLE 16

HOMEBOUND PROGRAM

HEALTH SERVICES PROVIDERS
(N=11)

3. What is your overall impression of the PUHSD Homebound Program?

8 (72.7%) excellent 2 (18.2%) good ___ average ___ poor ___ very poor 1 (9.1%) no answer

4. Which of the following, in your opinion, are strong or weak points in the program?

	Strong	Average	Weak	Don't Know/ Doesn't Apply
a. Staff capabilities	8 (72.7%)	1 (9.1%)	___	2 (18.2%)
b. Staff interest in students	10 (90.9%)	___	___	1 (9.1%)
c. Staff cooperation with your agency	10 (90.9%)	___	___	1 (9.1%)
d. Curriculum	9 (81.8%)	___	___	2 (18.2%)
e. Materials used (texts, etc.)	8 (72.7%)	___	___	3 (27.3%)
f. Student referral process	10 (90.9%)	___	___	1 (9.1%)
g. Student placement procedures	9 (81.8%)	1 (9.1%)	___	1 (9.1%)
h. Program flexibility	9 (81.8%)	___	___	2 (18.2%)

5. How does the program compare to other programs you have contact with?

9 (81.8%) much better ___ better 1 (9.1%) about the same ___ worse ___ much worse 1 (9.1%) no answer

6. Are there any aspects of the program which you feel need some modification?

___ yes, major aspects 2 (18.2%) yes, minor aspects ___ don't know

9 (81.8%) the program is fine as is

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CONCLUSIONS

1. The Homebound student population is gradually changing. Fewer pregnant girls and more emotionally handicapped/learning disabled students are being enrolled.

2. The Homebound staff is well qualified, enthusiastic, and conscientious.

3. Record-keeping procedures are excellent.

4. Coordination between staff members is excellent.

5. Staff members attempt to serve each individual student's needs.

6. The current tele-class consoles are reported to be outdated and inefficient.

7. Homebound grades do not appear to be unduly high or low.

8. The majority of students enrolled in Homebound are not permanently disabled, and are enrolled for less than one semester.

9. Most student terminations during the last three years have been W4's (return to campus). The Homebound dropout rate is low when compared to the District average.

10. Most Homebound coursework occurs in the areas of English/writing (22.1% in 1980/81), social studies, math, and science/health.

11. The results of surveys of students, former students, parents, and parents of former students were all very positive.

12. ESP chairs at the regular high schools expressed general approval of the Homebound program. However, one was unsatisfied with the referral process and one felt that communication with the Homebound staff was inadequate.

13. Of 15 community agencies surveyed, 14 had had no previous contact with Homebound. Eleven of those requested and received information about the program.

14. Staff members of local hospitals gave very positive reports about the program as it related to their patients.

15. Homebound staff members rated their program as excellent (58.3%) or good (33.3%). A majority felt that District high school personnel were insufficiently aware of the program.

16. A random survey of 225 District teachers showed that most had heard of the Homebound program, but less than half had dealt directly with it. More than one-third requested and were sent information about the program.

17. Homebound provides the only means available for some students to complete their high school degrees, and probably keeps others from dropping out of school.

RECOMMENDATIONS:

1. The Homebound staff and administration should be commended for providing a high quality program. Every effort should be made to maintain current standards.

2. Funds should be secured to purchase new tele-class consoles; if funds are not available from District sources, efforts to secure community donated equipment should be persued.

3. The staff should be encouraged to attend LD/EH staff meetings. They should also be given the opportunity to enroll in classes/ inservices pertaining to the education and special problems of LD/EH students.

4. Based on the random teacher survey response, a Homebound inservice for District teachers, nurses, and counselors would provide school staff with needed information about Homebound eligibility and referral procedures. New District staff should also be made aware of the program each year.

5. The Homebound secretary should send program information to community health agencies on a yearly basis. (This will keep them aware of the program in spite of staff changes.)

APPENDICES

APPENDIX A

HOMEBOUND PROGRAM

Student Survey

Question #11: HOW DID YOU FIND OUT ABOUT HOMEBOUND?

- Through my school (5)
- Camelback Hospital (2)
- Trevor Browne (2)
- My mother told me (2)
- From my counselor (2)
- From St. Luke's Hospital
- Maryvale and doctor
- By my Sister-in-law
- Maryvale High School
- Mom called school
- From a friend
- From East teachers
- Arizona Children's Hospital
- From my teacher
- Overdosed
- Camelback High School
- Through Camelback teacher
- Out of school

Question #12: HOW LONG HAVE YOU BEEN IN HOMEBOUND?

- 1 semester (8)
- 2 months (4)
- 4 months (3)
- 1 term
- 1½ years
- 1 year
- 5 months
- 4½ months
- 2 semesters
- a few months
- 7 weeks
- 6 weeks
- 3 to 4 weeks
- Since the end of September
- October 1980

Question #13: THE BEST THING ABOUT HOMEBOUND IS:

- Get individual attention (6)
- You don't have to go to school (3)
- Staying home (2)
- I work faster and better
- They review over things I forget
- Everything I thought
- My teachers
- I learn more at home
- I get more attention and help than at a regular school
- They make you feel welcome and are willing to listen and helping you
- I understand my work better
- Teachers take time to help you understand
- You don't lose credit
- You can stay at home and do your work
- Education for handicapped
- It's convenient at home
- I got to lay down during class
- Help you stay up in class work
- Keeps me from getting behind in classes
- You get time between visits

APPENDIX A
(continued)

HOMEBOUND PROGRAM

Student Survey

Question #14: THE WORST THING ABOUT HOMEBOUND IS:

- Nothing (8)
- If stuck on problem - has to wait until teacher calls or comes
- Being at home
- Going back to school
- Not really knowing the other students
- Can't visit school friends
- It's lonely most of the time
- Staying home
- My ear hurts after a while
- There wasn't any way to get the book I needed for class
- The teachers don't stay long enough
- Talking on phone to teachers
- Each teacher only once a week
- I get homework
- Comes twice a week. (Should come more often)

APPENDIX B

HOMEBOUND PROGRAM

Former Student Survey

Question #11: HOW LONG WERE YOU IN THE HOMEBOUND PROGRAM?

-1 month (2)
-2 months (2)
-3 months (3)
-4 months (1)
-5 months (1)
-6 months (1)
-9 months (1)
-1 semester (5)
-2 semesters (1)
-1 year (2)
-2 years (1)
-unknown (1)

Question #12: ARE THERE ANY COURSES YOU WISH HAD BEEN OFFERED IN HOMEBOUND?

-yes (1)
-no (12)
-none known (1)
-don't know the various classes provided (1)
-photography (1)
-food classes (1)
-chemistry (1)

Question #13: THE BEST THING ABOUT HOMEBOUND WAS:

-teachers (6) : -I learned more on homebound than I did when I went back to regular school
-I received great attention and concern from all of my teachers - without the HB Program, I would not be where I am or as successful as I have been
-the individual attention and variation of teachers
-individual attention
-easy to talk to teacher
-more contact with teachers and personal help offered
-able to continue school
-their interest and concern
-that it was available (2)
-I was able to graduate on time
-its intentions are good, helping students who have to stay home is good but for me didn't do a thing.
-You can chose what time you want the teacher to call you (morning).
-recovering and going to school
-I wasn't in school but was getting credit
-the one to one teaching
-the classes weren't too long

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APPENDIX B
(continued)

HOMEBOUND PROGRAM

Former Student Survey

Question #14: THE WORST THING ABOUT HOMEBOUND WAS:

-none
-Homebound is terrific!
-I liked it very much
-missed my friends
-early classes, waking up
-teachers on Homebound didn't work with or correlate with school teachers; the teachers seemed hurried to finish and leave
-I don't be in the mood talking to my teacher on the phone
-being at St. Luke's Hospital
-not getting the credit off when you went back to school
-discomfort of writing while on the telephone
-sometimes not enough work to keep busy

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APPENDIX C

HOMEBOUND PROGRAM

Parent Surve

Question #9: HOW LONG HAS YOUR CHILD BEEN IN HOMEBOUND?

- One semester (3)
- 4 months (3)
- 2 months (3)
- 5 months (2)
- 6 weeks (2)
- a year
- 2 semesters
- 18 weeks
- Sophomore year, 1 semester, 1 month this year
- Few months
- Little over one month
- Was in one term
- 4 weeks
- September 1979
- October 1980
- December 1980

Question #10: THE STRONG POINTS OF THE HOMEBOUND PROGRAM ARE:

- Individual attention (6)
- Help people that need people
- The personal relationship with my son
- She understands her work
- Teacher has more time for each student
- Getting education
- Teacher's interest and motivation
- The teachers keeps up with the child's progress in class
- Personalized education offered at their own pace and capabilities
- Teachers genuine concern and interest in my children
- Attention giving
- Helping person finish school
- Individual home help
- Convenience, uninterrupted education
- The teachers are great
- It helped a lot
- Keeps student up with class
- Very concerned and helpful
- Work at own pace = accelerate

Question #11: THE WEAK POINTS OF THE HOMEBOUND PROGRAM ARE:

- None (9)
- Sometimes the teachers presence helps
- Maybe the teachers could tell the parents how the child is doing
- Don't see often enough
- Funding to allow more visits
- Lack of socialization for the student
- Not enough teachers
- Contact between student and teacher
- Not enough contact with parents
- They need more money
- Isolation with campus
- Too much telephone time

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APPENDIX C
(continued)

HOMEBOUND PROGRAM

Parent Survey

Question #13: COMMENTS

- Sometimes a child needs to be shown. Maybe they can invent a carrying TV for teacher and student.
- ....has loved everyone of his teachers and discusses lessons with me like he has never done in any grade before. I can never thank each and every one of you for your help, love and understanding with him. God bless you all.
- My daughter is at Camelback Hospital therefore I have not met her Homebound teachers who visit her there.
- My daughter seems to do better in Homebound, as she seems to do more, and what she does is better work. I think knowing she is more or less on her own, as far as homework, and honor means a lot.
- I am very glad that the schools have a program like this. So that a child can keep up with their classes when problems come up.
- I am very grateful to the Homebound program because if it weren't for you, my son's dream for an education would have halted his mental and physical progress.
- Everyone has been very kind and willing to help us. Thank you all very much.
- I am grateful that there is such a program. I wish there could be more eye contact between student and teacher. My son seems to take more interest in his studies after teacher makes personal call.
- Would like more information/feedback from teachers on son's progress in program.
- No problem found.
- Homebound teaching has really helped my child.
- Homebound is an excellent program. Family problems can sometime be severe. And it helps to know that our school system has a program like this, whereas, during a family crisis we do not have to worry about failure in class along with everything else. (Thanks so much.)
- The teachers and supervisor were very kind and understanding and should be highly commended for doing such a fine job in taking time to teach the kids who for some reason are unable to attend school on campus.
- Student should be kept informed of more school events, news, and be sent school paper and bulletins.
- I am impressed/Good work. ....was excellent.
- The teachers were wonderful and excellent. It was a great help to....so she can still graduate - I feel the whole program is very well planned and carried out - well organized.

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APPENDIX C
(continued)
HOMEBOUND PROGRAM

Survey, Parents of Former Students

Question #5: MY CHILD TALKED ABOUT THE HOMEBOUND PROGRAM WITH ME:

- Yes, we talked very openly. In fact, I often sat in on the home visits and listened in our phone extension. I must say, I enjoyed it very much and even learned myself. The enthusiasm of these teachers was contagious.

Question #6: I FELT FREE TO CALL OR VISIT THE HOMEBOUND PROGRAM IF NECESSARY:

- Hats off to the office staff. Very pleasant to deal with and when they said they would do something, it was done immediately and even reported back. Most unusual and very much appreciated. Never once did I have to yell and finally go down and track it through myself, as I have had to do so many times in a school office.

Question #8: HOW LONG WAS YOUR CHILD IN HOMEBOUND?

- 3 months (3)
- 1 semester (3)
- 1 year (3)
- 2 semesters
- 2 years
- 6 months
- About 3 or 4 weeks
- 6 weeks
- 2-9 week sessions
- 2-9 week sessions
- 1 child 3 years - 1 child approx. 6 months
- About 4 weeks
- 1 semester and 1 month
- 7 weeks
- 2 - ½ year terms
- 5 months

Question #9: THE STRONG POINTS OF THE HOMEBOUND PROGRAM ARE:

- The help that can be given each student as she or he needs it
- Interested teachers
- The whole program was great
- Individual attention, caring teachers, well taught classes
- I cannot express my gratitude adequately. The Homebound Program made it possible for my daughter to graduate. Her illness came over the Christmas break. The last semester she had to make up an extra ½ credit to meet graduation credits. ....allowed her to do so. I appreciate very much his stretching the rules for us. Otherwise, for the lack of that ½ credit, my daughter would not have returned the following year for it.
  The teachers were fantastic. In fact, they have become good friends, ... impressed my daughter with the importance of knowing how to run a home. And her recipe for cheese has been passed on to many friends.

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APPENDIX C
(continued)

HOMEBOUND PROGRAM

Survey, Parents of Former Students

Question #9 - continued

....did something no other teacher had managed to do in my daughter's entire scholastic life. He sparked the "thirst for knowledge". She had never liked English and now she is keenly interested in Shakespeare and is developing her writing talents to where she is submitting material for publication. Her personal reading has left Mad Magazine and has turned to the classics and higher literature. Next fall she will be taking English classes in a community college. She is eager and curious about many subjects and now can research on her own for the answer. I doubt she will cease doing so the rest of her life. He opened up a whole new world to her. I am so grateful to him. He is truly a teacher. Both of the above teachers took a deep interest and many times stayed late because interest and conversation was too good to cut short. My daughter responded in a marvelous fashion. Nothing beats a 1 to 1 teaching situation and I feel she could never have had this experience in a classroom situation.
....-his office staff and his teachers are really TOPS. Regular schools could learn a lot by looking at his operation. Homebound was the best thing that ever happened in the educating of my daughter.

- 1 on 1 basis and very caring teachers.
- It's a good program.
- Don't know (2)
- All the boxes marked
- All students have a chance to get education
- Caring teachers - allows a student to keep up with their peer group
- Continuity - caring teachers
- Continuation of education in spite of illness or accident
- The interested teachers who try to save credits
- Daily contact with student by staff and contact (student) with other HB students. Also, having teachers certified in the areas they teach was great.
- Easy to enroll
- Individual attention

Question #10: THE WEAK POINTS OF THE HOMEBOUND PROGRAM ARE:

- None (3)
- Problems with phones
- My daughter found the work too easy
- I can't think of ANY
- Too slow to enter - not enough individualized program
- Some homebound students get bogged down in subjects that they aren't able to comprehend.
- Communication with students' school
- Lack of contact with other students
- Don't know
- Not enough credits come through to the other schools - some mix-up in office
- Not enough contacts with parents

APPENDIX C
(continued)

HOMEBOUND PROGRAM

Survey, Parents of Former Students

Question #12: COMMENTS:

- This program is the best thing around. It would indeed be a very great shame if it would be discontinued. Keep up the good work. Without you my son would not have been able to graduate with his friends and classmates.
- I would hate to see the Homebound Program discontinued.
- The program was the best part of my daughter's high school years. The teachers and staff were very concerned that she got a good education and didn't lose contact with other people. Without this program she wouldn't have finished school.
- The attention my daughter received made it possible for her to go back to regular classes and she is now enrolled at A.S.U. I think very highly of the homebound program.
- I would say there should be literature made available to the public on the program so that students who cannot function in a regular (or even spec. ed.) classroom setting may know about the program and find out if they're qualified.
- ....may not have been in program long enough to make reasonable decision
- Out student just wasn't interested in getting an education. Our daughter is not living at home and the blue survey sheet can't be marked by her.
- Our family was very impressed with the homebound department. So was our friends. We have no complaints.
- I believe they need to take heavy courses off of ill children and help them excell in what their capabilities are.
- I appreciated the positive attitude of the Homebound staff. My daughter's illness came at a critical time in her life (the 1st semester of her senior year) - this program kept her mind busy - she could do her school work at her own pace - because of this program she was able to graduate with her class and is now a freshman in college. The trauma of her illness (a seizure disorder) was difficult for her to deal with and if she had been forced to completely drop out of school it would have made things much worse for her. Today she is happy in school, doing well academically and I attribute a good deal of this to the Homebound Program - to the caring teachers and their positive support.
- I can't make a fair critique of the program because our son was in St. Luke's Hospital (YAP) while receiving the Homebound Program. Because of Xmas vacation and our son's own problems he lost some time in the program but thanks to his teachers he did make a smooth transition back to Central High and was able to graduate. I especially felt his teachers were caring and outstanding, and we were grateful for the program. I feel certain he would have had a difficult time graduating without it.
- Homebound is a special program essential to the students who need it.
- Very dedicated teachers. Our child would have lost all education if not for this program, for the two operations necessary for her to walk.
- I very much appreciate your efforts. My daughter is now back in school making nearly all A's. Your staff was certainly instrumental in making her transition successful.
- Very needed program. My child was comfortable with it and received ample encouragement.

APPENDIX D

HOMEBOUND PROGRAM

Staff Survey

Question #6: THE HOMEBOUND PROGRAM'S EQUIPMENT AND FACILITIES ARE ADEQUATE. (IF NOT, WHAT IS NEEDED?)

- Water supply
- Telephone console update
- Better supply of books and printed program material
- Efficient phone system - due to Mountain Bell inefficiency
- Could use mobile lab
- Tele-class machinery
- Better phone service
- Updating of teleclass or phone

Question #17: THE STRONG POINTS OF THE HOMEBOUND PROGRAM ARE:

- Individualized instruction (5)
- Tele-classes
- Variety of teacher certifications - student-teacher ratio - phone consoles
- The dedicated, most informed and expert teachers
- Maintaining classes for graduation
- Personal contact with family/students
- Excellent leadership
- Concern for the individual student and his problems

Question #18: PROGRAM WEAK POINTS:

- Labs are time-consuming but the only way, also math and foreign language
- Need to complete update of telephone equipment
- When a school or classroom teacher is not cooperating and providing materials for 3T
- Perhaps lack of personal contact every day
- Trying to service the multiplicity of courses the student may have been taking on campus
- Telephone equipment service - the PUHS District is too large to cover efficiently
- Some non-deserving students become eligible
- Many eligible students never apply because of lack of awareness

Question #20: COMMENTS:

- Old out-dated telephone consoles are loaded on schools. This equipment is 20 years old. Let's evaluate "Ma Bell"!
- I feel this is an excellent alternative program. I enjoy meeting the families and get a tremendous sense of gratification from my job.
- I feel we have a very strong, positive program: there is room for improvement but, overall I am proud to be a homebound teacher in the PUHSD!
- We hope to continually change the program to fit newer situations.

APPENDIX E

HOMEBOUND PROGRAM

ESP Chairs Survey

Question #9: PROGRAM STRONG POINTS:

- Good leadership and teacher dedication
- Interest of staff. Communication with ESP
- The flexibility of the homebound staff to meet the special needs of ESP students is an outstanding asset to the overall ESP campus programs.
- Communication with ESP staff at home campus
- I have found the homebound program very adequate and easily communicated with.
- Provides a way for seriously ill students to continue education.

Question #10: PROGRAM WEAK POINTS:

- None
- There seems to be a problem in communication with regular ed/Homebound, transfer of grades, work completed, etc.
- Awareness of program scope by campus ESP staff. What program can/cannot adequately provide for an ESP student.
- Severe lack of communication with regular schools - too much time for referral process.

Question #11: COMMENTS:

- Have always been responsive to our students' programming needs
- The ESP program at East is in its 7th year. We have never had a Homebound student - TTT. Services have always been good.
- Since I have only been ESP Chair for just over a month, I cannot at this time give you an opinion. I am sure later on in the future once I become more familiar with the Homebound program, I will be able to give you more of an opinion.
- The staff of Desert Valley <u>do not</u> use homebound services - thus, the limited contact offers NO opinion on <u>all</u> above questions.
- They have a very personal concern for each student they deal with.
- I have not had enough contact with homebound to evaluate the program.

APPENDIX F

HOMEBOUND PROGRAM

Health Services Providers Survey

Question #4: WHICH OF THE FOLLOWING, IN YOUR OPINION, ARE STRONG OR WEAK POINTS IN THE PROGRAM?

- Program went smoothly after phone problems straightened out
- [redacted] is very flexible, works very hard

Question #5: HOW DOES THE PROGRAM COMPARE TO OTHER PROGRAMS YOU HAVE CONTACT WITH?

- Nice thing - meeting kid's needs, tracking down material - Follow up is tremendous
- Light years above other programs
- I'd much rather work w/PUHSD one than any other. They communicate better.
- Much more coordinated than other programs
- Best Homebound Program I've dealt with
- Haven't run into any other programs

Question #6: ARE THERE ANY ASPECTS OF THE PROGRAM WHICH YOU FEEL NEED SOME MODIFICATION?

- Very thorough
- 75% of teachers leave lesson plans w/teacher and student. A few don't, and it would help us to help the kids. Most fantastic school district we've worked with - Transition back to school is great!
- Couldn't survive without them
- [redacted] is so workable & cooperative in every way. Other people are also
- Can't say enough about their cooperation & persistence. They're highly adaptable.
- I hope they keep it. It's a wonderful program for children - when they go home they don't have anything to do.
- Like having 1 teacher per subject - people here consistently serve kids rather than merely meeting legal requirements - all the teachers are really good - Real impressed with them. They understand psychological needs of kids.
- Very pleased with [redacted] good on curriculum [redacted] good at motivating kids - They make a good combination (the 3 teachers).
- Problems with phones - Recommend if possible to involve social worker and staff when setting program up. Problems arise when trying to do tele-classes: they (patients) have no phones in their rooms, and phone must be shared with staff.

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